

members. Last year, the organization served over 700 adult learners with the assistance of more than 220 trained volunteer tutors. Community volunteers are trained to become tutors and are matched based on the needs of adults seeking to improve their literacy or English language skills. Provided services include small and large classroom tutoring, one-on-one tutoring, pre-GED and GED classes, basic literacy for English speakers and English as a second language learners, conversation classes, Naturalization test preparation, and job readiness training.

Each year, the dedicated staff reviews the progress of each student and asks tutors and students to provide feedback. This year, 93 percent of students have met a personal development goal. Feedback generally aligns with the organization's mission statement to teach adults the life-changing skills of reading, writing and speaking English that will enable them to confidently participate and prosper in society. I have the distinct pleasure of including in the RECORD the 2017 Literacy Volunteers of America-Prince William, Inc. honorees:

Student of the Year: Noris Quintanilla

Born and raised in El Salvador, Noris has lived in the United States of America for the past 17 years and is a U.S. citizen. In 2012, Noris obtained her GED certificate and sought the assistance of Literacy Volunteers of America-Prince William to further her education and transition into a career in office administration. Today, Noris volunteers at Literacy Volunteers of America-Prince William, Inc. where she never misses the opportunity to learn something new. Her commitment to instruction and volunteerism has helped Noris hone her language skills, build her confidence, and inspire her peers.

Tutor of the Year: Amy Feinberg

Amy has volunteered with Literacy Volunteers of America-Prince William, Inc. for the past six years where she has tutored in both classroom and individual settings. Over the past year, Amy has taught more than 100 students and provided more than 250 volunteer hours to the program. Amy inspires students with her kindness, patience, and compassion. As an active community volunteer, Amy takes great pride in helping others to succeed and her role in building a stronger, more vibrant community.

Tutor of the Year: Alison Prevost

Alison has served as a volunteer with Literacy Volunteers of America-Prince William, Inc. for the past 4 years. She has provided classroom tutoring to more than 100 students and has donated over 300 volunteer hours to adult literacy over the past year. Alison takes great pride in helping adults improve their literacy skills and become self-sufficient and active members of the community through Literacy Volunteers of America-Prince William, Inc. and other community-based organizations.

Volunteer of the Year: Patti J. Beattie

For the past 15 years, Patti has shared her time and service with Literacy Volunteers of America-Prince William, Inc. and its adult learners through multiple capacities as a volunteer tutor, dedicated member of the Board of Directors, tutor trainer, employee, and literacy advocate. In honor of her tireless efforts to our community, the Volunteer of the Year Award has been renamed in her honor. Patti

is an active community volunteer, serving in multiple service organizations donating hundreds of hours each year to serve our local community. It is my honor to recognize Patti as the inaugural recipient of the Patti J. Beattie Volunteer of the Year Award recipient.

Mr. Speaker, I ask that my colleagues join me in commending the 2017 Literacy Volunteers of America-Prince William, Incorporated honorees and in thanking all students, tutors, volunteers, Board of Directors, and staff for their dedication, generosity, and commitment to adult literacy and its lasting impact on the Greater Prince William Area.

PUEBLO ANIMAL SERVICES TRIBUTE

HON. SCOTT R. TIPTON

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Tuesday, October 31, 2017

Mr. TIPTON. Mr. Speaker, I rise today to honor Lauren McCoy, Community Animal Response Team coordinator at the Humane Society of the Pikes Peak Region, Jeremy Colburn, Animal Care supervisor at the Humane Society of the Pikes Peak Region, and Lois Benson, Megan Miller, Jasmine Pattschull, and Kate Scheer who were Community Animal Response Team volunteers. Following Hurricane Irma, they all assisted with helping to meet animal sheltering needs in Georgia when they were travelling through the area following the devastating hurricane.

The team voluntarily flew to Georgia to assist in caring for the large number of animals the Atlanta Humane Society had taken in as a result of the hurricane. The Humane Society of the Pikes Peak Region's Community Animal Response Team was specially trained to handle this type of natural disaster that affects the wellbeing of pets and livestock.

The shelter in Atlanta was opened before and during Hurricane Irma where more than 600 animals were located in the 60,000 square foot facility. The entire Third District of Colorado is incredibly proud of the work completed during a time of national crisis.

Mr. Speaker, it is an honor to recognize these Colorado natives for the work they accomplished during Hurricane Irma. Their hard work and service is an example to us all and I stand with the residents of the Third District in thanking them.

DANIEL SWINTON: TESTIMONY BEFORE THE BIPARTISAN TASK FORCE TO END SEXUAL VIOLENCE

HON. ANN M. KUSTER

OF NEW HAMPSHIRE

IN THE HOUSE OF REPRESENTATIVES

Tuesday, October 31, 2017

Ms. KUSTER of New Hampshire. Mr. Speaker, I include in the RECORD the following:

My name is Dr. Daniel Swinton and I am honored to be here today. I serve as Vice President of the Association of Title IX Ad-

ministrators (ATIXA) and am here representing over 3,500 members at schools and colleges nationwide. I am also Managing Partner of a law and consulting firm that advises thousands of K through 12 and higher education administrators, teachers, faculty and students on issues of sexual violence, consent in sexual interactions, harassment and discrimination in all its forms, as well as critical issues of mental health and well-being, behavioral intervention, and alcohol and drugs.

Over the last six years, the Department of Education has given significant time and attention to sexual violence at colleges and universities, but has largely failed to give needed time and attention to sexual violence and consent-based issues in K through 12 education. Sexual violence has been called an "epidemic" at colleges, and universities and our members indicate that such a label is both accurate and reflective of the immediate needs to prevent and address sexual violence on their campuses. If higher education is facing an "epidemic," then K through 12 is facing an even more serious, plague-like level of sexual violence, that continues largely unabated. The lack of legal and regulatory attention given to the matter is both startling and frustrating, as many of the issues involve abuse of minors and children. Further, K through 12 remains well behind higher education in educating its administrators, teachers and students about sexual violence and the many related issues of consent, substance abuse, and healthy relationships. As one member told me last week, K through 12 needs something like Clery and Section 304 of the Violence Against Women Act to ensure appropriate training, prevention, response and accountability are present.

To be fair, K through 12 administrators face a litany of demands on their time and a host of unrelated legal and regulatory requirements such that, absent a crisis, a law or a regulation, sexual violence prevention and response receives little, if any attention. The result is that K through 12 administrators largely lack the training necessary to appropriately and fairly address issues of sexual violence in their schools and districts. Further, school-based instruction of K through 12 students about consent in sexual interactions is rare, leaving the students to learn about sexual interactions, consent and the impact of alcohol and drugs from peers, the Internet and other media. Certainly, parents play a role in educating their children, but in our members' experience, few parents discuss the nuances of sex, alcohol and consent with their children prior to college. We are seeing significant issues of sexual violence at all levels of K through 12, but especially in middle and high school. Any discussion also needs to recognize the role that technology plays in increasing the number and complexity of issues our members are seeing in their schools.

Training and prevention efforts lag, policies and procedures remain inadequate, and prevention is reserved to basic training on how to report child abuse. I want to stress that the current state is not for lack of desire, but, given the nature, complexity and decentralized nature of K through 12 education, stems largely from lack of guidance, funding or grants, legal requirements and accountability.

Our members are anxious to give these critical matters time and attention, but buy-in and resources tend to follow only once Congress makes it mandatory. Thank you for your time.